



NATIONAL GUARD

Youth ChalleNge Program



A better America one youth at a time

2004 PERFORMANCE AND ACCOUNTABILITY

H I G H L I G H T S

2nd Edition

USO AWARDS



2004 RECIPIENTS

PHYSICAL FITNESS

Montana Youth ChalleNGe Program

LEADERSHIP/FOLLOWERSHIP

Louisiana Camp Beauregard Youth ChalleNGe Program

SERVICE TO THE COMMUNITY

West Virginia Mountaineer ChalleNGe Academy

HEALTH AND HYGIENE

New Jersey Youth ChalleNGe Program

RESPONSIBLE CITIZENSHIP

Kentucky Bluegrass ChalleNGe Academy

JOB SKILLS

Illinois Lincoln's ChalleNGe Academy

LIFE COPING SKILLS

North Carolina Tarheel ChalleNGe Academy

ACADEMIC EXCELLENCE

New Mexico Youth ChalleNGe Academy

POST-RESIDENTIAL PERFORMANCE

Louisiana Gillis Long Youth ChalleNGe Program

MOST PROGRESSIVE

Louisiana Camp Minden Youth ChalleNGe Program

RICHARD A. WOLF INNOVATION AWARD

Texas Seaborne ChalleNGe Corps

BEST ALL-AROUND PROGRAM

Florida Youth ChalleNGe Academy

OFFICE OF THE CHIEF, NATIONAL GUARD BUREAU



"As we begin the second decade of the National Guard Youth Challenge Program, it is important to note that, along with returning to school or finding employment in the private sector, many National Guard Youth Challenge Program graduates choose to follow careers in the service to our country.

To date, four Challenge graduates have made the ultimate sacrifice while fighting the War on Terrorism.

As we honor the fallen and the Challenge graduates who continue to serve their country on distant battlefields, we also respect those at-risk youth who make the first brave step to redirect their lives by joining the Challenge program. Not all will succeed, but most will, and some will inherit the legacy of heroes and will support causes larger than themselves.

A handwritten signature in black ink, reading "H. Steven Blum".

H STEVEN BLUM

Lieutenant General, US Army

Chief, National Guard Bureau



Table of Contents

National Guard Youth ChalleNGe Program Mission Statement	3
National Guard Youth ChalleNGe Program Vision Statement	3
The Eight Core Components of ChalleNGe	4
Fast Facts	5
At-Risk Youth	6
ChalleNGe Program Overview	7
A Profile of ChalleNGe Participants	9
Program Management	11
Program Support	13
Individual ChalleNGe Programs	14
Alaska	14
Arkansas	15
Arizona	16
California	16
Florida	18
Georgia – Fort Gordon	18
Georgia – Fort Stewart	19
Hawaii	20
Illinois	20
Kentucky	22
Louisiana – Camp Beauregard, Camp Minden, Gillis Long	23
Maryland	24
Michigan	25
Mississippi	26
Montana	26
New Jersey	27
New Mexico	28
North Carolina	28
Oklahoma	29
Oregon	30
Puerto Rico	31
South Carolina – Camp Long	32
South Carolina – Columbia	32
Texas	33
Virginia	34
West Virginia	35
Wisconsin	36
Program Summary	37
Financial Highlights 2004	38
Appendix 1: Data Tables and Charts	41
Appendix 2: Definition of Terms	45





National Guard Youth ChalleNGe Program

MISSION STATEMENT

*I*ntervene in the life of at-risk youth and produce a program graduate with the values, skills, education, and self-discipline necessary to succeed as a positive and productive adult.

VISION STATEMENT

*T*he National Guard Youth ChalleNGe Program will become recognized as America's premier program for at-risk youth and will provide every state and territory the opportunity to participate.



THE EIGHT CORE COMPONENTS OF CHALLENGE

Leadership/Followership: Identification and application of individual moral and ethical standards is the focus of the various roles and responsibilities as the Corpsmembers live and learn in a structured group environment.

Responsible Citizenship: The U.S. Government structure and processes, along with individual rights and responsibilities at the local, state and national level are addressed in the classroom environment, in the student government process, and through practical experiences within local communities.

Service to the Community: A minimum of 40 hours of service to the community and/or conservation project activities are performed by each Corpsmember in groups and on an individual basis. These activities provide additional opportunities for career exploration as well as enhancing community needs awareness in Corpsmembers.

Life Coping Skills: Increased self-esteem and self-discipline are gained through a combination of classroom activities and a structured living environment. The development of individual strategies and coping mechanisms for managing personal finance and dealing with such emotions as anger, grief, frustration and stress are developed through structured group discussion and in the classroom environment.

Physical Fitness: Programs conduct a physical fitness program based on the *President's Challenge*, a test battery based on data collected from a variety of sources including the 1985 President's Council on Physical Fitness and Sports National School Population Fitness Survey, the Amateur Athletic Union Physical Fitness Program and the Canada Fitness Award Program.

Health and Hygiene: A holistic approach combines physical and mental well-being as Corpsmembers explore the effects of substance abuse and sexually transmitted diseases on their physical health and well-being. Corpsmembers learn the physical and emotional benefits of proper nutrition through participation in classes and structured group discussions.

Job Skills: Career exploration is accomplished through career assessment and interest inventories, job-specific skills orientation and awareness, and training in area vocational centers. Specific classroom activities focus on development of individual resumes, completing job applications, and preparation for, and conducting, job interviews.

Academic Excellence: All ChalleNGe participants attend daily academic classes preparing them for testing for the General Education Development (GED) credential, a high school diploma, or increased math and reading comprehension. Evaluation of Corpsmembers' grade level progress during the Residential Phase is measured using the Tests of Adult Basic Education (TABE) testing process.



FAST FACTS

- The National Guard Youth ChalleNGe Program is an intervention program for at-risk youth consisting of a 22-week Residential Phase followed by a 12-month Post-Residential Mentoring Phase.
- The Residential Phase, set in a quasi-military environment, focuses on basic lifestyle changes approached through a rigorous program of education, training and service to the community.
- During the Post-Residential Phase, graduates are mentored by a caring adult who is a consistent and positive role model who works with the graduate to sustain his or her new positive lifestyle changes.
- ChalleNGe is administered by the National Guard Bureau (NGB) on behalf of the Department of Defense (DoD).
- There are 29 program sites located in 24 states and the territory of Puerto Rico.
- To qualify for ChalleNGe, applicants must be drug-free high school dropouts between 16 and 18 years of age.
- On a daily per capita basis, ChalleNGe is
 - ◆ 85% less expensive than High School
 - ◆ 320% less expensive than Job Corps
 - ◆ 433% less expensive than Juvenile Corrections
 - ◆ 600% less expensive than Adult Corrections
 - ◆ 660% less expensive than Private Military-style Programs
- ChalleNGe programs graduated 7,003 Corpsmembers for the current reporting period.
- Graduating Corpsmembers improved 1.7 grade levels in reading and 1.8 grade levels in math during the 22-week Residential Phase.
- Seventy percent of graduated Corpsmembers were awarded GED's, nearly double the 41% average pass rate for the same age group in reporting Adult Education programs.
- Communities surrounding ChalleNGe facilities received the benefit of 590,665 hours of volunteer service to the community. This represents a value of \$3,041,925 based on the Federal minimum wage.
- The ChalleNGe program's unique *Friendly-Match Mentor* model for all graduates has demonstrable benefits over conventional *Stranger-Match* mentoring models.





AT-RISK YOUTH

Without intervention in the lives of America’s at-risk youth, there is a significantly higher incidence of recidivism and the associated social and monetary costs to the community, to the family, and to the youth. The fundamental nature of ChalleNGe is to recognize those youth with the greatest disposition towards intercepting and correcting the harmful influences on their lives and avoiding or reversing those negative impacts. The monetary and social benefits to all parties are significant in comparison to the consequences of taking no action to help alter their destructive life paths.

In his article, *The Monetary Value of Saving A High Risk Youth*¹, Mark Cohen reported the overall estimated monetary value of intervening in the life of a high-risk youth to be between \$1.5 and \$2.0 million. Additionally, a Rand report, *Diverting Children from a Life of Crime, Measuring Costs and Benefits*, assessed the cost-effectiveness of crime prevention strategies that involved early intervention in the lives of at-risk youth for criminal behavior, including those of high school age. These reports also promote the positive results of intervention programs that provide structure and supervision for at-risk youth.

Each day in the United States:

4	Children are killed by abuse or neglect
5	Children or teens commit suicide
182	Children are arrested for violent crimes
366	Children are arrested for drug abuse
1,186	Babies are born to teen mothers
2,539	High school students drop out
2,341	Babies are born to mothers who are not high school graduates
4,440	Children are arrested
17,072	Public school students are suspended

Source: Children’s Defense Fund, Leave No Child Behind. <http://www.childrensdefense.org> 9/21/04

The social and economic implications of dropping out of high school continue to be documented in studies across all disciplines. A Census Bureau report² reveals the average annual earnings in 2001 for adults without a high school diploma were \$18,793 per year compared to \$26,795 for high school graduates and \$50,623 for college graduates. A Bureau of Justice report³ highlights that 68% of state prison inmates do not have a high school diploma and 47% of drug offenders have neither a high school diploma nor a GED.

¹ Cohen, Mark, *Journal of Quantitative Criminology*, Vol. 14, No. 1, pp, 5-33, 1998
² U.S. Census Bureau, *Statistical Abstract of the United States*, <http://www.census.gov/prod/2004pubs/03statab/educ.pdf>
³ Bureau of Justice Statistics, *Special Report*, Jan 2003, NCJ, 195670



CHALLENGE PROGRAM OVERVIEW

The National Guard Youth ChalleNGe Program (ChalleNGe) is fundamentally an intervention program designed to provide opportunities for those youth who are deemed to be most at-risk and who demonstrate a desire to improve their potential for successful and productive lives. Authorized and funded⁴ through DoD, NGB is responsible for management and oversight of the 29 ChalleNGe programs that graduated 7,003 Corpsmembers in the last fiscal year.

The ChalleNGe program continues to be fiscally competitive with other Federal as well as private programs with a mission to help disadvantaged youth. Empirical evidence shows the ChalleNGe program to be the most cost-effective intervention reviewed for achievement in addressing the needs of at-risk youth.

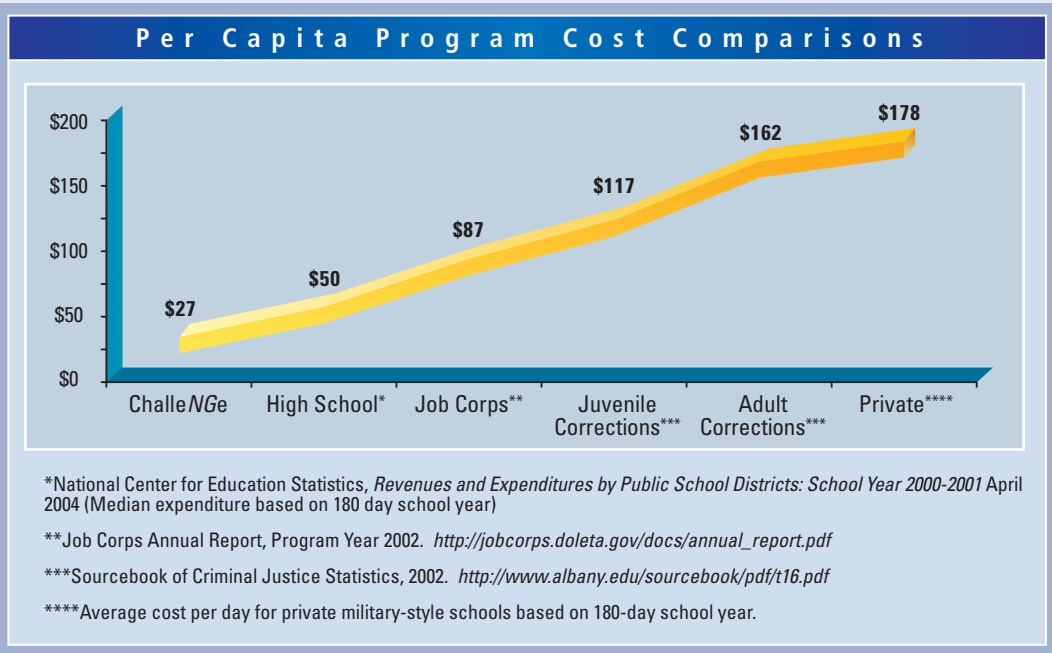


Figure 1. Per capita cost for programs that target disadvantaged youth.

ChalleNGe program performance for this reporting period reveals that the programs graduated 100.8% (7,003) of the 6,961 disadvantaged youth for which they were targeted. The goal to improve academic performance was accomplished by all Corpsmembers who successfully completed the Residential Phase as demonstrated by growth in their overall math and reading scores as measured by TABE tests.



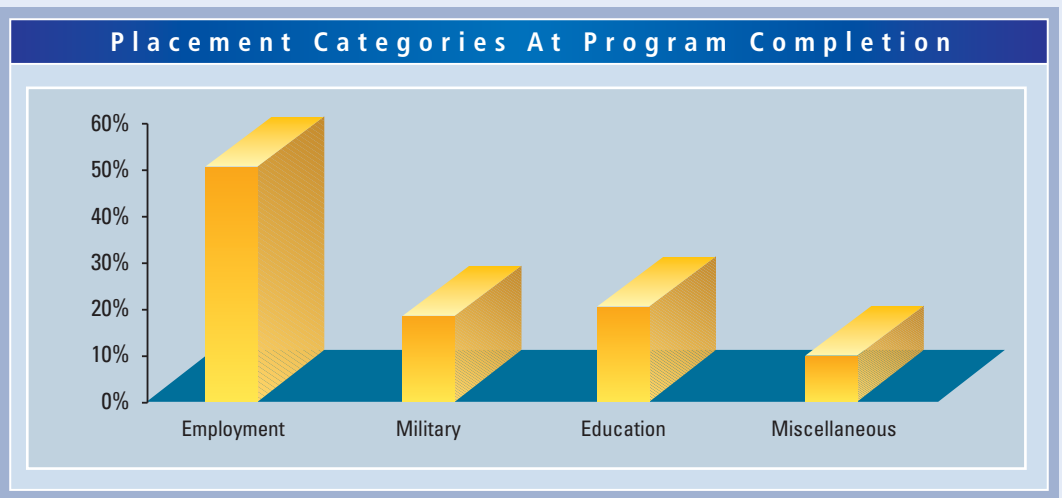
Graduating Corpsmembers improved 1.7 grade levels in reading and 1.8 grade levels in math.

⁴ Federal funds account for 60% of the funding and the host states provide 40% of the funds required to conduct a program.



Seventy percent of the graduating Corpsmembers⁵ were awarded GED credentials.⁶ The GED success rate is nearly double the average reported pass rate of 41% for the same target age group.⁷

Communities in the surrounding areas of a ChalleNGe program benefited from the 590,665 hours of volunteer service. Based on the Federal minimum wage of \$5.15 per hour, these hours represent a value of \$3,041,925 to those communities.



8

Figure 2. Just over 50% of the reported placements were in the labor force.

A critical component and fundamental element of ChalleNGe is the transition that a Corpsmember undergoes when evolving from the regimented, disciplined environment of the Residential Phase to an arena where the Corpsmember must assume personal responsibility for achieving the goals they defined for themselves during the Residential Phase. This evolution from imposed discipline to self-discipline is supported by the unique mentoring relationship embedded within the ChalleNGe model. The *Friendly-Match Mentor* model has proven more effective than the prevalent *Stranger-Match Mentor* model process due to the short timeframes typically incumbent with mentoring in this program. There is a reinforcing trend of continuing long-term positive placement that supports the efficacy of the ChalleNGe model.

At the conclusion of the Post-Residential Phase, greater than half of the Corpsmembers were reported placed in continuing education, the military, or the labor force. This compares favorably with other programs of this type that rely on self-reporting, all of which operate with less efficiency than ChalleNGe on a per capita basis. These placements do not include 37% of the Corpsmembers

⁵ There are Corpsmembers who terminate prior to graduation and have also received their GED and these numbers are not tracked.

⁶ Six of the ChalleNGe Programs have the ability to award high school diplomas either through a Memorandum of Agreement with a local high school or because they are designed as a High School, Charter School or Special School.

⁷ Digest of Education Statistics: 2000. <http://nces.ed.gov/programs/digest/d02/tables/dt106.asp>.



that failed to keep the program informed of their activities at the conclusion of the Residential Phase. There is a longitudinal retrospective study in progress for the purpose of further identifying the activities of program graduates since 1996. This study hopes to incorporate those previously unreported post-program placements with the results published in the fall of 2005.

A PROFILE OF CHALLENGE PARTICIPANTS

ChalleNGe participants represent a relatively balanced blend of ethnicities. These percentages are similar to those reported for high school dropouts.⁸ To date, there is no demonstrated probability for success in ChalleNGe based on either ethnicity or gender. Females represent 21% of the population while males continue to make up the majority of the participants in the program. This is and has been the historical average for gender make-up across all programs and a view of the individual programs presents a similar representation plus or minus two percent.

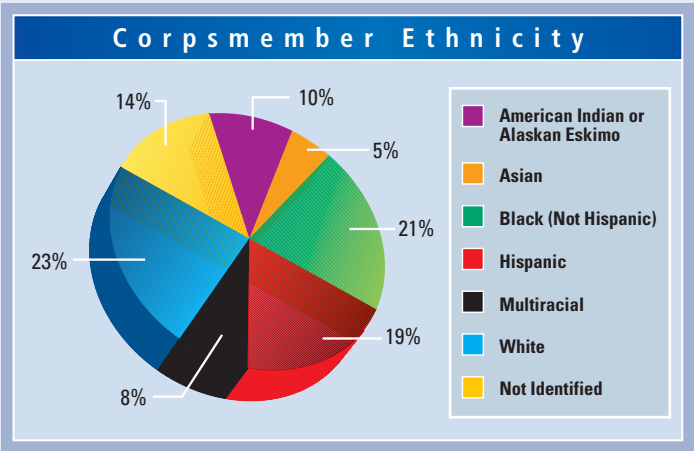


Figure 3. The ethnicity of participants in the National Guard Youth ChalleNGe Program represents a cross section of all dropouts.

The average age of the ChalleNGe participant is 17 years and four months at the time of graduation from the Residential Phase. Although the program can accept participants between the ages of 16 and 18, more than three quarters of those who entered the Residential Phase were 17 or 18 years old. All program Directors reported difficulties in identifying placement activities for 16-year-olds who completed the Residential Phase with a GED.

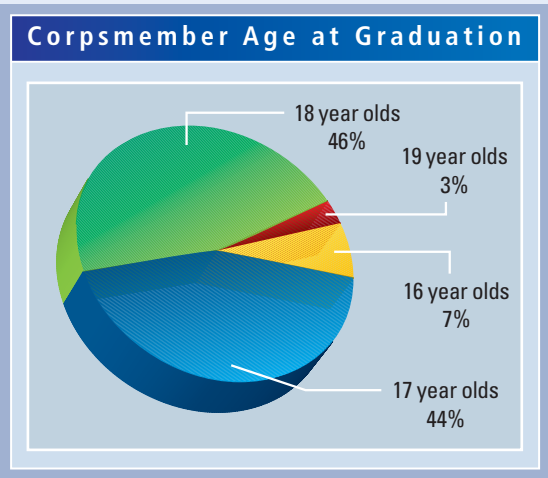


Figure 4. More than half of those who enrolled in the Residential Phase were 18 years old.

⁸ National Center for Education Statistics, Dropout Rates in the United States: 2000, http://nces.ed.gov/pubs2002/drop-pub_2001/Figs.asp

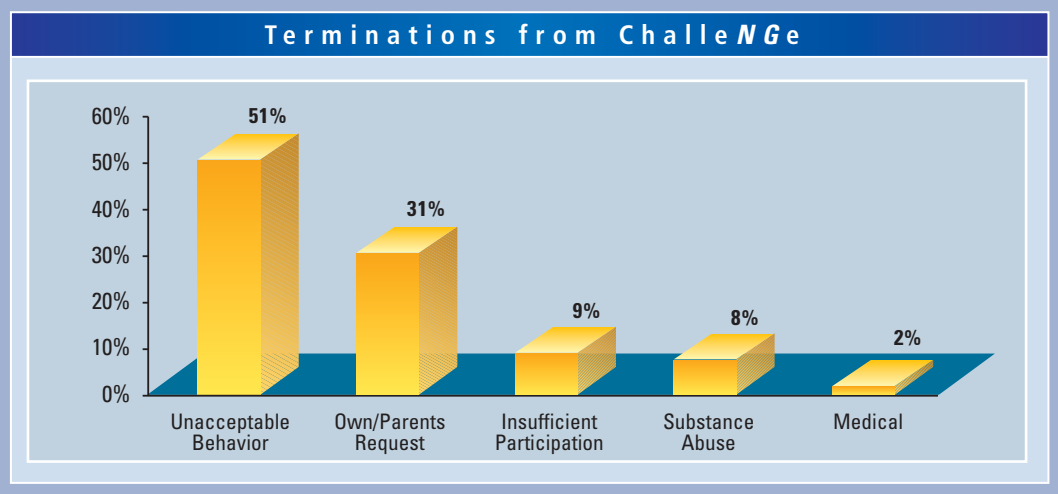


Figure 5. The primary reason for termination from the program was a direct result of participants failing to adhere to the defined acceptable standards for behavior.

In addition to meeting defined criteria⁹, during this period, all applicants for the program are assessed by key ChalleNGe staff for their ability and desire to complete the following 20 weeks. During these first two weeks, the candidates are tested physically and emotionally against rigid standards. Candidates that demonstrate the motivation and ability during this screening are formally accepted and are then enrolled in the ChalleNGe program.

10

Participants in ChalleNGe either identify for themselves or are identified by the staff as not a proper fit for the program and are terminated. Although the activities of those who leave the program are not monitored following their departure from ChalleNGe, anecdotally, many report they are returning to high school.

The voluntary and involuntary terminations from ChalleNGe are tracked during the Residential Phase. Twenty-two percent of the applicants that were accepted into the ChalleNGe program last year failed to complete the Residential Phase. The highest rate of terminations occurred during Weeks 3, 4 and 5 shortly after the academic classes were introduced into the schedule. This is consistent with the rate of those who failed to complete high school.¹⁰

The reasons that participants terminate from the ChalleNGe program vary. Overall, half of those terminated during the Residential Phase left due to unacceptable behavior. Nearly a third left either at the request of their parents, or because they chose to leave.

⁹ Criteria defined by DoD: 16–18 years old, high school dropout, unemployed, citizen and legal resident of the state, drug free, not convicted of a felony and not in the adjudication process and physically and mentally capable.

¹⁰ National Center for Education Statistics, Dropout Rates in the United States: 2000, http://nces.ed.gov/pubs2002/drop-pub_2001/

PROGRAM MANAGEMENT

NGB provides budget and management oversight for ChalleNGe that includes a process to ensure all ChalleNGe programs undergo biennial resource management reviews conducted by an independent contractor. A templated format for these reviews provides consistent assessment of performance measures and accountability across all program locations. Quarterly and end-of-year budget reporting to NGB ensures appropriate oversight for maximum effectiveness in budget formulation and execution.

The War on Terror is having a significant impact on the staffing of ChalleNGe programs as more than 35% of staff members are active in the National Guard or Reserves. More than 85% of these staff, most of whom are Cadre, have been activated and deployed to serve for periods of 12 to 18 months overseas. These deployments have required the states to develop plans and procedures for quickly bringing in and training temporary replacements.

The focal point for program Directors is achievement of the primary goal of providing graduates with the skills needed to become successful and contributing members of society. Directors use the resources available to them and identify the most efficient and effective means to accomplish the tasks that support the achievement of these goals. Their continuous self-assessment provides the opportunity to implement immediate changes as new and improved methods or practices for accomplishing tasks are identified through a combination of networking, workshops, and the ChalleNGe Data Management and Reporting System (DMARS). Structured networking opportunities among all ChalleNGe programs promote the replication of models, practices and procedures that have proven successful.

NGB uses a disciplined and focused approach to guide each ChalleNGe program to become a high performing organization with emphasis on outcomes and results. The established infrastructure within the National Guard system that reaches from the national to the local level provides continuity for program management and oversight. Planning initiatives at the end of FY2004 focused on providing each program the necessary guidance and support to evolve to goal oriented State Plans to be utilized for FY2005 operations.

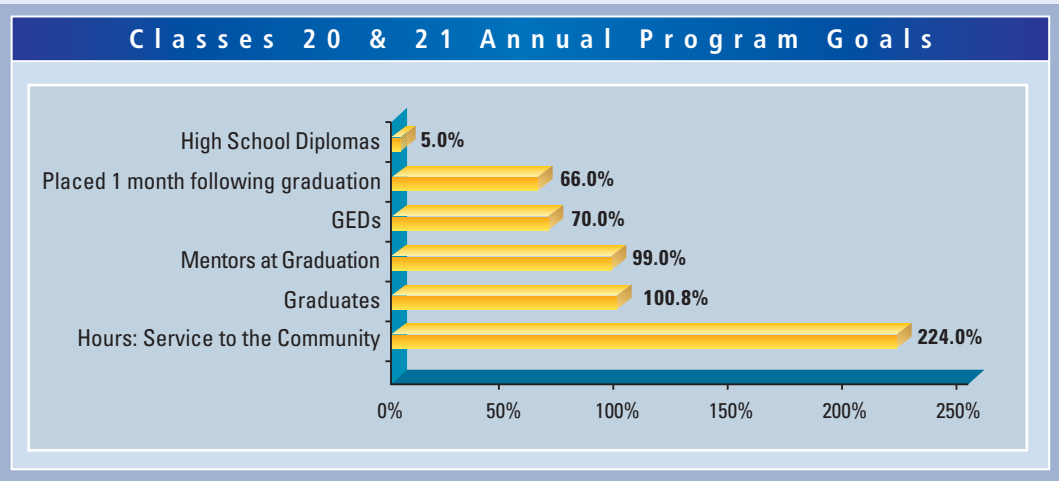


Figure 6. This chart reflects performance for the program’s primary goals for this reporting period.



During this fiscal year, programs have transitioned operations and revised support documentation to provide greater program accountability. NGB efforts include implementing a revised core component measurement process designed to more clearly define standards and more precisely evaluate Corpsmember performance during the Residential Phase.

In FY2004 program evaluation was based on the five components of the President's Management Agenda, and will again be used in preparation for the goal-oriented evaluations being developed for FY2005.

NGB has adopted the tenets of the President's Management Agenda that identifies five primary goals as the management and assessment model for ChalleNGe¹¹:

- **Strategic Management of Human Capital** – Characteristics of a high performing staff have been identified and incorporated into functional job requirements for the purpose of providing the highest level of successful interventions targeted to the needs of the youth.
- **Competitive Sourcing** – ChalleNGe strategic contractors operated to a tightly defined set of performance and cost thresholds designed to provide maximum utility to the program in compliance with the budget.
- **Improved Financial Performance** – Rigorous NGB oversight of budget execution at each program location is provided to ensure maximum performance within assigned resources. At a minimum, each program submits quarterly reports to NGB on budget expenditures which are coupled with monthly reports on program performance for full program oversight.
- **Expanded Electronic Government** – Information technology is the foundation for robust program management across all levels of the ChalleNGe program. Web-based DMARS supports interoperability for NGB staff and provides access to current data on demand. DMARS satisfies the requirement to provide each program, as well as NGB, with access to useful and timely data while reducing the cost of delivering this information.
- **Budget Performance and Integration** – Program Directors and NGB managers agree that the limited funds available from both State and Federal sources are evidence of the need to more closely monitor program performance and results of assessment of the program goal achievement levels. Individual programs are defining performance measures and outcomes that are being measured and reported. Performance can be directly linked to timely feedback that supports improvements in staff management and oversight, budget integration, execution and monitoring and expanded use of information technology systems. As results are reviewed and activities are assessed, it is evident that information about proven practices and procedures is being shared among the Directors.

¹¹ Identified in the President's Management Agenda, FY2002

PROGRAM SUPPORT

Two contractors provide essential infrastructure support to NGB and the programs. Since 1994, Dare Mighty Things, Inc. (DMT) has assisted NGB each year in the delivery of training and technical assistance to all ChalleNGe staff through national and local training workshops, onsite and online technical assistance, rapid cycle benchmarking, and ongoing communication. DMT operates the National ChalleNGe College whose mission is "to equip ChalleNGe leaders and staff to intervene in the lives of at-risk youth and produce responsible, productive citizens." The college focuses on professional development particularly for new staff in this high turnover environment. The college offers more than 20 fully accredited courses and trains more than 1,000 people annually. It offers a rich, interactive learning environment facilitated by highly qualified and dynamic instructors.

AOC Solutions, Inc. (AOC) provides a full range of outcome-based operational evaluation and resource management review services for the ChalleNGe program. In addition, AOC developed, deployed and maintains DMARS. Twenty-nine operational evaluations and fourteen resource management reviews were conducted by AOC in FY2004 by an expert evaluation team trained to 100% proficiency in program evaluation knowledge and skills. AOC also provides data analysis for benchmarking summits and white papers, and supports Director's meetings and the Annual Workshop for senior staff by providing evaluation-related training and presentations.

The National Guard Youth Foundation is a private non-profit organization founded in 1999 to build on the work of the National Guard Youth ChalleNGe Program. The Foundation is organized and operated for the purpose of supporting at-risk youth who participate in the National Guard Youth ChalleNGe Program. This is to be accomplished by educating the public, the media, the Congress, and others at the state and national level on the positive impact the ChalleNGe Program is having on the lives of at-risk youth; providing scholarships and higher education assistance for ChalleNGe Program graduates; encouraging local officials, civic groups, and individuals to volunteer to serve as Mentors for ChalleNGe students; and acquainting industry officials with the employment potential of the ChalleNGe graduates and encouraging industry to hire them.

In 2003, the Foundation was awarded a \$4.6 million grant to build and execute a creative campaign to establish national program awareness, and mobilize individuals, groups, and organizations to build and strengthen the character and competence of the Nation's youth. Susan Davis International and its strategic partners, Rose & Kindel, Vollmer PR, Beuerman Miller Fitzgerald, Husk Jennings, Galloway + Robinson, the Roundtree Group, and Charles Ryan Associates, are presently executing this campaign in eight pilot states – Alaska, California, Florida, Georgia, Louisiana, Texas, Virginia, and West Virginia.





Individual ChalleNGe Programs

Alaska

The State-run Alaska Military Youth Academy operates the ChalleNGe and STARBASE programs. Since 1997 the Academy has been accredited by the Northwest Association of Accredited Schools and has graduated 1,678 Corpsmembers. The Academy has received numerous national and state awards for its service to the community programs, mentorship program (the largest in the State), drug & alcohol abuse prevention program, and academic excellence and innovative job skills training programs. These programs include college preparatory, culinary arts, industrial arts, private pilot, emergency trauma technician, A+ computer, military science and cooperative work experience programs. The Academy is recognized by the Governor and State leadership as the State's premier secondary training school and was recently crowned State champions and awarded the prestigious 2004 Alaska Academic Decathlon for Division I schools.

14

A L A S K A			
Program Start:	1993		
Annual High School Dropouts ¹² :	3,177		
Total Grads to Date*:	1,678		
T H I S R E P O R T I N G Y E A R			
RESIDENTIAL CLASSES 21 & 22:		POST-RESIDENTIAL CLASSES 19 & 20:	
Graduates:	192	Placed at Month 1:	87%
Service Hours:	24,533	Placed at Month 12:	90%
Value to the Community:	\$175,411**		
* "Total Grads to Date" on each State table is as of NGB Class 22.			
** The value of service to the community is based on \$7.15, the minimum wage in AK.			

¹² National Center for Education Statistics: Public High School Dropouts and Completers from The Common Core of Data: School Year 2000-01. <http://nces.ed.gov/pubs2004/2004310.pdf>.

Arkansas

The Arkansas National Guard Youth Challenge Academy was established as a pilot program in 1993 and has graduated 1,814 Corpsmembers since its inception. Giving back to the community is a major focus of this program. Of particular note is the preservation and beautification of Burns, Maumelle, and Pinnacle Mountain parks, and volunteer work at the Redman Animal Shelter, Arkansas Children's Hospital, and the Arkansas Baptist Hospitals.

This program was awarded the coveted 2003 USO Award for Excellence in Job Skills.

A R K A N S A S			
Program Start:		1993	
Annual High School Dropouts:		6,987	
Total Grads to Date:		1,814	
T H I S R E P O R T I N G Y E A R			
RESIDENTIAL CLASSES 21 & 22:		POST-RESIDENTIAL CLASSES 19 & 20:	
Graduates:	181	Placed at Month 1:	89%
Service Hours:	17,271	Placed at Month 12:	88%
Value to the Community*:	\$88,946		
*The value of service to the community is based on \$5.15, the Federal minimum wage.			





Arizona

The Arizona Project ChalleNGe is one of the original pilot programs that began in 1993. Since its inception, the program has graduated 1,833 Corpsmembers. Through the program's independent foundation utilizing a 501(c)(3), the program issues \$66,000 per class or approximately \$125,000 annually in scholarships to graduates wishing to continue their education at an institution of higher learning. The program enjoys an excellent relationship with its State legislators and Congressmen. The program has also been successful in instituting an active, involved ChalleNGe Parent Association. The program was the recipient of the Outstanding Service to the Community award and has received outstanding recognition throughout the State.

This program was awarded the coveted 2003 USO Award for Excellence in Service to the Community.

A R I Z O N A			
Program Start:		1993	
Annual High School Dropouts:		25,632	
Total Grads to Date:		1,833	
T H I S R E P O R T I N G Y E A R			
RESIDENTIAL CLASSES 21 & 22:		POST-RESIDENTIAL CLASSES 19 & 20:	
Graduates:		Placed at Month 1:	
182		data not available	
Service Hours:		Placed at Month 12:	
13,220		80%	
Value to the Community:			
\$68,083			

California

The California Grizzly Youth Academy is a State public charter high school, Grizzly ChalleNGe Charter School, which has graduated over 1,257 since it started in 1998. Through the charter school, Corpsmembers have the opportunity to earn high school credits during the Residential Phase and may earn either a high school diploma or a GED. The program has been recognized by the State Department of Education for its job shadowing program, which allows Corpsmembers to gain valuable work experience at local public and private agencies. The program is also known for its residential Grizzly Technical Academy, providing selected Corpsmembers an opportunity to earn Microsoft Office certifications while continuing their academic endeavors.

This program was awarded the coveted 2003 LTG Herbert R. Temple Leadership Award.



MICHELANGELO MORA (1984-2004)

Like many who come to the California Grizzly Youth Academy, Michelangelo Mora was failing in school and had been in a bit of trouble. He never wanted to be called Mike or Michael, but always Michelangelo. That, along with his compelling blue eyes and fun-loving energy, made him distinctive from the very beginning of his ChalleNGe experience.

According to his mother, Maria Mora, Grizzly made a world of difference in Michelangelo’s life. She believes it gave him self-esteem and self-respect, as well as respect for others and respect for how he was living his life.

After graduating from Grizzly, Michelangelo went back to his high school to encourage those in trouble to consider attending the program. He got several others, including his best friend, to apply, and he was a positive influence on their participation and graduation. He helped them see the difference between right and wrong, and encouraged them to get their education back on track.

His best friend is now a college student. When Michelangelo went to this friend’s graduation from Grizzly, he had the courage and kindness to approach one of his teachers to apologize for giving her a hard time and thanked her for being his teacher. This “post-script” thank you is one of this teacher’s most treasured memories.

Grizzly helped Michelangelo learn to seek goals. He attained his GED and wanted to go to college, believing military service was a great opportunity to help him pay for it. He was honored to serve his country and proud of what he was doing, proud of making a difference in Iraq. Whenever Michelangelo wrote home, he spoke of the children of Iraq. He told his family that he could see the future of the country in the eyes of the Iraqi children and that he was proud to help create a new future for them.

CALIFORNIA

Program Start:	1993
Annual High School Dropouts:	10.9%*
Total Grads to Date:	1,257

THIS REPORTING YEAR

RESIDENTIAL CLASSES 21 & 22:		POST-RESIDENTIAL CLASSES 19 & 20:	
Graduates:	204	Placed at Month 1:	75%
Service Hours:	13,537	Placed at Month 12:	66%
Value to the Community:	\$69,716		

* Reported 4-year dropout rate. http://www.pacificresearch.org/pub/sab/educat/03_ed_index/08_dropout.html.





Florida

The Florida Youth ChalleNGe Academy has graduated 683 Corpsmembers since inception in 2001. Although a newer program, it has already been showcased by the United States Department of Education as a premier GED completion program because of its 81% GED attainment rate. This program is partnered with the Clay County School District and the Department of Education as an accredited High School. Corpsmembers that pass all five portions of the GED test and pass the Clay County Florida Comprehensive Assessment Test also receive a High School diploma. Placement is enhanced through their vocational/technical orientation in which Corpsmembers are exposed to such career fields as horticulture, and landscaping design and beautification. The program also maintains a certified Computer Repair Program and provides Certified First Aid and Cardiopulmonary Resuscitation (CPR) instruction.

This program was awarded the coveted 2004 USO Award for the Best All-Around Program.

F L O R I D A			
Program Start:		2001	
Annual High School Dropouts:		29,965	
Total Grads to Date:		683	
T H I S R E P O R T I N G Y E A R			
RESIDENTIAL CLASSES 21 & 22:		POST-RESIDENTIAL CLASSES 19 & 20:	
Graduates:		Placed at Month 1:	
227		89%	
Service Hours:		Placed at Month 12:	
25,673		88%	
Value to the Community:			
\$132,216			

Georgia - Fort Gordon

The Georgia-Fort Gordon Youth ChalleNGe Academy conducted its first class in 2000 and has graduated 1,053 Corpsmembers to date. It is designated as an Adult Education program by the Georgia Department of Education, and has been recognized by award of the Georgia Department of Adult and Technical Education Youth ChalleNGe Academy Cadet of the Year for the past three years. Co-located on an active army installation, the program enjoys outstanding support from the post and surrounding communities who provide tutors, Mentors, youth ministry, volunteers, and service to the community opportunities. Successful graduates receive their GED and the Richard Arnold Adult High School Diploma. The diploma is also awarded to Corpsmembers who earn the GED in the Post-Residential Phase. All Corpsmembers who earn a GED receive a \$500 HOPE voucher they may immediately apply



toward transferable college or technical school classes, or it may be retained for future use. For those who earn the GED during the Residential Phase, technical and college classes are offered on campus.

This program was awarded the coveted 2003 USO Award for Excellence in Physical Fitness.

G E O R G I A - F O R T G O R D O N			
Program Start:		2001	
Annual High School Dropouts:		27,543	
Total Grads to Date:		1,053	
T H I S R E P O R T I N G Y E A R			
R E S I D E N T I A L C L A S S E S 2 1 & 2 2:		P O S T - R E S I D E N T I A L C L A S S E S 1 9 & 2 0:	
Graduates:		Placed at Month 1:	76%
Service Hours:		Placed at Month 12:	69%
Value to the Community:		\$74,685	

Georgia-Fort Stewart

The Georgia-Fort Stewart Youth Challenge Academy, one of the ten pilot programs, conducted its first class in 1993 and has graduated 4,097 Corpsmembers since its inception. It is designated as an Adult Education program by the Georgia Department of Education. Upon earning a GED and completing the Residential Phase, the Richard Arnold Adult Education Center of the Savannah-Chatham County Public School System awards an Adult High School Diploma to its Corpsmembers. This program has partnered with Job Corps to provide their students with access to vocational courses including culinary arts, security guard training, facilities maintenance, and construction. Corpsmembers participating in the construction program built a Habitat for Humanity house from the ground up.

G E O R G I A - F O R T S T E W A R T			
Program Start:		1993	
Annual High School Dropouts:		27,543	
Total Grads to Date:		4,097	
T H I S R E P O R T I N G Y E A R			
R E S I D E N T I A L C L A S S E S 2 1 & 2 2:		P O S T - R E S I D E N T I A L C L A S S E S 1 9 & 2 0:	
Graduates:		Placed at Month 1:	
444		57%	
Service Hours:		Placed at Month 12:	
21,316		73%	
Value to the Community:			
\$109,777			





H a w a i i

The Hawaii National Guard Youth ChalleNGe Academy conducted its first class in 1994 and has graduated 1,642 since inception. In partnership with Leeward Community College and the University of Hawaii, Corpsmembers attend a 40-hour *Self Development Course* to help them complete prerequisites for their high school diploma awarded through the Waipahu Community Schools for Adults. Students participate in an array of classroom activities tailored to facilitate the transition from the program to a lower key, yet still demanding, educational setting. The program has initiated a comprehensive parent-to-parent peer-counseling program to help parents and guardians learn to cope with their children and deal with the aspects of drug abuse. Graduation is always attended by the Governor or Lieutenant Governor.

This program was awarded the coveted 2003 USO Award for Excellence in Responsible Citizenship.

H A W A I I			
Program Start:		1994	
Annual High School Dropouts:		2,968	
Total Grads to Date:		1,642	
T H I S R E P O R T I N G Y E A R			
RESIDENTIAL CLASSES 21 & 22:		POST-RESIDENTIAL CLASSES 19 & 20:	
Graduates:		Placed at Month 1:	
207		65%	
Service Hours:		Placed at Month 12:	
11,580		37%	
Value to the Community:			
\$59,637			

I l l i n o i s

The Illinois Lincoln's ChalleNGe Academy, one of the ten pilot programs, has graduated 7,756 Corpsmembers since its inception in August 1993. This program, which consistently graduates more than its target, enjoys an exceptional GED pass rate, and TABE scores of its Corpsmembers show an average increase of two grade levels. The Academy has developed a partnership with the Illinois Community College Board, which awards scholarships for selected Corpsmembers. To date, the Academy has been able to offer 3,215 scholarships to Corpsmembers totaling nearly \$2 million, allowing them to continue their education at one of the 48 community colleges in the State. The Academy has trained over 8,600 Mentors, making it one of the largest mentoring programs within the State. The program's core component curriculum, combined with extra curricular activities, creates a holistic environment designed to foster Corpsmember success. The Academy has been recognized throughout the State for its commitment to various service to the community projects and its continuous participation in several ceremonial events.

This program was awarded the coveted 2004 USO Award for Excellence in Job Skills.



DUANE LONGSTRETH (1984-2003)

Duane Longstreth came to Lincoln's ChalleNGe with a strong goal orientation. He wanted to complete the program, get his GED, and continue with school. His long-term goal was to become an architect and he felt the military was a good opportunity to help pay for his schooling. The events of 9/11 refocused his motivation to one of patriot, and in January of 2002 Duane and his mother joined the military together. Duane reported his Lincoln's ChalleNGe experience and the discipline he learned made basic training a "piece of cake."

When he deployed to Iraq, Duane learned to speak and write basic Arabic. He grew very fond of the friends he made working at the water treatment plant near Baghdad. When writing home, Duane expressed satisfaction about doing an important job, but also felt helpless when he saw how the conflict impacted the innocent children and elders of Iraq.

Duane was very creative. He was amazing at electronics and anything mechanical – always building things with his hands. Members of his platoon recalled how he took his personal CD player, the only one in the platoon, and jerry-rigged an amplifier from the horn-end of a bugle so everyone could enjoy the music.

Duane's grandmother, Cathy Longstreth, believes Lincoln's ChalleNGe was a very important milestone for him, the single most important thing he had done to that point in his life. She says it redirected a young man who needed to learn self-discipline and taught him to be a man.

TORREY STOFFEL-GRAY (1984-2004)

Torrey was struggling in school, particularly in math. Everyone tried to help him, and he even enrolled in an alternative school. When that didn't work, Torrey came to Lincoln's ChalleNGe.

At Lincoln's ChalleNGe, Torrey gained a greater respect for authority, realizing that the program staff was working hard to help him. His Cadre team leader reports Torrey liked to read, enjoyed a wide variety of music, and loved sports. Lincoln's ChalleNGe Corpsmembers compete for academic awards in each class.

Torrey's performance put his team in the #1 position for the entire class, winning all five academic awards for the first time in Lincoln's ChalleNGe history.

Torrey came to believe that no matter how hard you think something is, the real world is a tough place and an education is very important.

Torrey's family reports he planned to devote himself to a military career, he believed it was his calling. Torrey's brother, Brandon, said Torrey was a great leader. He always found the best in everyone. He was a patriot down to his soul, and he joined the Marines shortly after 9/11. He believed freedom isn't free, it's priceless.

On his second tour in Iraq, Torrey lost his life saving the life of a fellow Marine, and was posthumously awarded the bronze star.





ILLINOIS

Program Start:	1993
Annual High School Dropouts:	34,008
Total Grads to Date:	7,756

THIS REPORTING YEAR

RESIDENTIAL CLASSES 21 & 22:		POST-RESIDENTIAL CLASSES 19 & 20:	
Graduates:	785	Placed at Month 1:	52%
Service Hours:	40,436	Placed at Month 12:	28%
Value to the Community:	\$208,245		

Kentucky

The Kentucky Bluegrass Challenge Academy has graduated 746 Corpsmembers since its inception in 1999. The program is growing steadily each year and hopes to move above the 200 graduates per year threshold by 2004. The Residential Phase focuses on the eight core components as well as a mandatory vocational training component providing a rotation for all Corpsmembers through introductory courses in plumbing, masonry, heating ventilation and air conditioning, carpentry and electrical wiring. Kentucky also has a dedicated reading instructor and has adopted a COHORT model for the delivery of basic courseware. In this model, designated Cadre help with classes and Teachers accompany Corpsmembers to trades training to better bond the staff and facilitate the connection with Corpsmembers.



This program was awarded the coveted 2003 LTG Emmett H. Walker Academic Excellence Award.
This program was awarded the coveted 2004 USO Award for Excellence in Responsible Citizenship.

KENTUCKY

Program Start:	1999
Annual High School Dropouts:	8,557
Total Grads to Date:	746

THIS REPORTING YEAR

RESIDENTIAL CLASSES 21 & 22:		POST-RESIDENTIAL CLASSES 19 & 20:	
Graduates:	160	Placed at Month 1*:	61%
Service Hours:	18,576	Placed at Month 12:	90%
Value to the Community:	\$95,666		

** KY percentages are for Class 20 only. Data for Class 19 were not available.*



Louisiana – Camp Beauregard, Camp Minden, Gillis Long

The Louisiana Youth ChalleNGe Program is a senior program and has the distinction of being the only state to have three program sites. Since its inception in 1993, the program has graduated 6,220 Corpsmembers from its three sites. The program enjoys great bipartisan support from the Louisiana State Legislature and from its Congressional representatives in Washington D.C. Louisiana opened its first ChalleNGe site in 1993 at Camp Beauregard located in Pineville, LA, and is one of the original ten pilot programs.

The second ChalleNGe site in Louisiana opened in 1999 at the Gillis W. Long Facility located in Carville, LA. The third site is located at Camp Minden in north Louisiana and opened in 2002. This program graduated 82 Corpsmembers in its first cycle in operation and is now into its third year and continues to grow in knowledge and experience.

In addition to having three program sites in the State, Louisiana also has the distinction of having the only Job ChalleNGe Program in the nation. This program is a State/Federal funded program sponsored by the Louisiana National Guard that trains a number of ChalleNGe program graduates in skilled trades that allow them placement opportunities after graduation from the Job ChalleNGe Program. Corpsmembers receive training in commercial painting, turf management, welding, culinary arts, clerical skills, fire fighting, carpentry, and masonry, to name a few. The Job ChalleNGe Program is a 90-day program that prepares graduates for entry-level jobs in the fields taught. This program, like the Youth ChalleNGe Program, is free to the participants and demonstrates the dedication that Louisiana has to truly changing the future of the young men and women who attend these programs.

Any Corpsmember graduating from the Louisiana Youth ChalleNGe Program is eligible for free tuition at any of Louisiana's technical schools and colleges offering skill and technical training.

Camp Beauregard was awarded the coveted 2004 LTG Herbert R. Temple Leadership Award.

Camp Minden was awarded the coveted 2004 USO Award for the Most Progressive Program.

Gillis Long was awarded the coveted 2004 USO Award for Excellence in Post-Residential Performance.

LOUISIANA - CAMP BEAUREGARD			
Program Start:		1993	
Annual High School Dropouts:		16,361	
Total Grads to Date:		3,807	
THIS REPORTING YEAR			
RESIDENTIAL CLASSES 21 & 22:		POST-RESIDENTIAL CLASSES 19 & 20:	
Graduates:		Placed at Month 1:	
407		74%	
Service Hours:		Placed at Month 12:	
25,170		82%	
Value to the Community:			
\$129,626			





LOUISIANA - CAMP MINDEN			
Program Start:	2002		
Annual High School Dropouts:	16,361		
Total Grads to Date:	495		
THIS REPORTING YEAR			
RESIDENTIAL CLASSES 21 & 22:		POST-RESIDENTIAL CLASSES 19 & 20:	
Graduates:	214	Placed at Month 1:	77%
Service Hours:	10,722	Placed at Month 12:	78%
Value to the Community:	\$55,218		

LOUISIANA - GILLIS LONG			
Program Start:	1998		
Annual High School Dropouts:	16,361		
Total Grads to Date:	1,918		
THIS REPORTING YEAR			
RESIDENTIAL CLASSES 21 & 22:		POST-RESIDENTIAL CLASSES 19 & 20:	
Graduates:	331	Placed at Month 1:	96%
Service Hours:	17,918	Placed at Month 12:	89%
Value to the Community:	\$92,278		

Maryland

The Maryland Freestate Challenge Academy has graduated 1,832 Corpsmembers since its inception in 1993 as a pilot program. The alliance developed with the Harford Community College provides quality teachers, resulting in a strong academic program. The program has also partnered with the elite "Silver Wings," an aviation and flight education program initially begun by retired WWI and WWII fighter pilots. At the end of the course each Corpsmember makes an assisted flight in a Cessna 172 aircraft. As a service to the community initiative, Corpsmembers have committed themselves to maintaining the Mount Auburn Cemetery in Baltimore, the oldest black cemetery in the State.

The National Football League's Baltimore Ravens Football Team recently recognized the Freestate Challenge Academy Corpsmembers for their service to the community and hosted them at a Monday Night Football game, where the Academy was presented the State of Maryland Governor's Volunteer Service Certificate.



M A R Y L A N D			
Program Start:		1993	
Annual High School Dropouts:		9,930	
Total Grads to Date:		1,832	
T H I S R E P O R T I N G Y E A R			
RESIDENTIAL CLASSES 21 & 22:		POST-RESIDENTIAL CLASSES 19 & 20:	
Graduates:		Placed at Month 1:	
224		43%	
Service Hours:		Placed at Month 12:	
12,052		63%	
Value to the Community:			
\$62,068			

Michigan

The Michigan Youth ChalleNGe Academy has graduated 812 Corpsmembers since its inception in August 1999. The program is an alternative school accredited by the North Central Association, Commission on Accreditation and School Improvement and offers its Corpsmembers four high school credits if they wish to transfer back to high school after graduating from ChalleNGe.

The program has taken advantage of partnerships with a variety of public and private agencies in establishing a well-rounded program. Corpsmembers have the opportunity to receive up to 15 college credits hours through Kalamazoo Valley Community College.



M I C H I G A N			
Program Start:		1999	
Annual High School Dropouts:		26,311	
Total Grads to Date:		812	
T H I S R E P O R T I N G Y E A R			
RESIDENTIAL CLASSES 21 & 22:		POST-RESIDENTIAL CLASSES 19 & 20:	
Graduates:		Placed at Month 1:	91%
Service Hours:		Placed at Month 12:	94%
Value to the Community:		\$51,485	



Mississippi

The Mississippi National Guard Youth ChalleNGe Program and ChalleNGe Academy has graduated 3,936 Corpsmembers since its inception in 1994. The program continues to be an effective program for at-risk youth, consistently graduating more than its target per cycle. Here Dr. William Glasser's Choice Theory encases a very tight integration of the eight core components, resulting in Corpsmembers who have developed solid decision-making skills that will enhance their chances of success after graduation. The Academy provides a strong academic program with credentialed Instructors, combined with a well-trained staff of Cadre and credentialed Counselors. Graduates can earn both a GED certificate and a high school diploma, and up to nine semester hours of credit at William Carey College. The Academy also offers an excellent apprenticeship program focusing on building trades for those Corpsmembers not enrolling in college after graduation.

This program was awarded the coveted 2003 USO Award for Excellence in Post-Residential Performance.

MISSISSIPPI			
Program Start:		1994	
Annual High School Dropouts:		6,108	
Total Grads to Date:		3,936	
THIS REPORTING YEAR			
RESIDENTIAL CLASSES 21 & 22:		POST-RESIDENTIAL CLASSES 19 & 20:	
Graduates:		Placed at Month 1:	
404		84%	
Service Hours:		Placed at Month 12:	
59,220		28%	
Value to the Community:			
\$304,983			

26

Montana

The Montana Youth ChalleNGe Program conducted its first class in 1999 and has since graduated 756 Corpsmembers. Montana is the first of the 29 ChalleNGe programs to be located on a university campus. Local community volunteers make up the board that screens applications for acceptance and this helps to further tie the program to the small community of Dillon, Montana. The ChalleNGe staff is proactive in improving educational opportunities for Corpsmembers at every point throughout the ChalleNGe cycle. The program is evolving to continue to meet the needs of the youth in the State and has provided over 45,000 hours of volunteer service to the community since its inception. The Montana Youth ChalleNGe Program continues to improve in the implementation of the program's eight core components as demonstrated by the 85% success rate for GED achievement. The fact that more than 70% of all graduates are employed and productive citizens defines success for the Montana Youth ChalleNGe Program.

This program was awarded the coveted 2004 USO Award for Excellence in Physical Fitness.



M O N T A N A	
Program Start:	1999
Annual High School Dropouts:	2,095
Total Grads to Date:	756
T H I S R E P O R T I N G Y E A R	
RESIDENTIAL CLASSES 21 & 22:	
Graduates:	144
Service Hours:	9,089
Value to the Community:	\$46,808
POST-RESIDENTIAL CLASSES 19 & 20:	
Placed at Month 1:	69%
Placed at Month 12:	59%

New Jersey

The New Jersey Youth ChalleNGe Program has graduated 1,546 Corpsmembers since its inception in 1994. The program utilizes an innovative method to prepare its Corpsmembers for re-entry into their communities by providing them with a high tech computer laboratory, and highly qualified educators that assist the Corpsmembers with life coping skills, academic excellence, financial management, and cognitive development. Every Corpsmember takes the GED test, and close to 70% pass. All Corpsmembers earning a GED through the program are awarded a New Jersey State High School Diploma.

As part of the program's service to the community efforts Corpsmembers have participated in the reforestation of Cape May Point State Park, helping to save one of the most precious natural resources in the State, as well as saving tens of thousands of dollars. Corpsmembers have also reconditioned over 50 computers donated to them by the Library of Congress, and presented them to various agencies throughout the State. Many of New Jersey's graduates are serving globally in the war on terrorism.

This program was awarded the coveted 2003 USO Award for the Most Progressive Program.

This program was awarded the coveted 2004 USO Award for Excellence in Health and Hygiene.

N E W J E R S E Y	
Program Start:	1994
Annual High School Dropouts:	9,882
Total Grads to Date:	1,546
T H I S R E P O R T I N G Y E A R	
RESIDENTIAL CLASSES 21 & 22:	
Graduates:	178
Service Hours:	16,382
Value to the Community:	\$84,367
POST-RESIDENTIAL CLASSES 19 & 20:	
Placed at Month 1:	9%
Placed at Month 12:	16%



New Mexico

The New Mexico Youth ChalleNGe Academy has graduated 485 Corpsmembers since its inception in 2001. Corpsmembers in this program have the opportunity to take advantage of earning 15-18 college credit hours through Eastern New Mexico University at Roswell. Through the university, Corpsmembers learn such trades as welding, hospitality and tourism, automotive, certified nursing assistant, emergency medical technician, and phlebotomy.

The motto of the program, "You can be anything you are capable of," supports the program philosophy that Corpsmembers can realize truly obtainable goals.

This program was awarded the coveted 2004 LTG Emmett H. Walker Academic Excellence Award.

NEW MEXICO			
Program Start:		2001	
Annual High School Dropouts:		5,092	
Total Grads to Date:		485	
THIS REPORTING YEAR			
RESIDENTIAL CLASSES 21 & 22:		POST-RESIDENTIAL CLASSES 19 & 20:	
Graduates:		Placed at Month 1:	
197		28%	
Service Hours:		Placed at Month 12:	
11,107		11%	
Value to the Community:			
\$57,201			

North Carolina

The North Carolina Tarheel ChalleNGe Academy has graduated 1,749 Corpsmembers since its inception in 1994. Tarheel ChalleNGe Academy has its own Civil Air Patrol unit, Venture Scout Program, and a Job ChalleNGe in six areas to include carpentry, computers, health services, food services, military services and industrial maintenance. The Governor's Page program is a unique opportunity for selected Cadets to work as Pages in the State's General Assembly for a week. Academic high achievers are offered the college level examination program, where they can earn up to 12 college credit hours.



This program was awarded the coveted 2004 USO Award for Excellence in Life Coping Skills.

NORTH CAROLINA

Program Start:	1994
Annual High School Dropouts:	21,773
Total Grads to Date:	1,749

THIS REPORTING YEAR

RESIDENTIAL CLASSES 21 & 22:		POST-RESIDENTIAL CLASSES 19 & 20:	
Graduates:	200	Placed at Month 1:	64%
Service Hours:	23,502	Placed at Month 12:	16%
Value to the Community:	\$121,035		

Oklahoma

The Oklahoma Thunderbird Youth Academy, one of the original pilot programs, has graduated 1,940 Corpsmembers since 1993. A major focus of the program is service to the community, evidenced by the number of hours the program committed to this core component during the year. For its dedicated service to the Northeast Oklahoma area, the Academy has received The Oklahoma State Department of Parks and Recreation Service Award and the National Parks and Recreation Association Service Award.

This program was awarded the coveted 2003 USO Award for Excellence in Life Coping Skills.



29

OKLAHOMA

Program Start:	1993
Annual High School Dropouts:	9,202
Total Grads to Date:	1,940

THIS REPORTING YEAR

RESIDENTIAL CLASSES 21 & 22:		POST-RESIDENTIAL CLASSES 19 & 20:	
Graduates:	221	Placed at Month 1:	38%
Service Hours:	41,109	Placed at Month 12:	34%
Value to the Community:	\$211,711		





NACHEZ LITTLEFAWN WASHALANTA (1982-2003)

A Native American who loved hunting and fishing, Nachez is remembered by the Thunderbird Youth Academy staff as a really good kid with lots of perseverance. He was proud of what he accomplished in ChalleNGe, especially because prior to his attendance, he didn't have much experience in reaching his goals.

One of Nachez's childhood dreams was to join the circus. He was often teased about this while at Thunderbird, but for more than a year after he graduated the staff received postcards from him from the various cities where the Kelly Miller Circus was booked. He didn't attain his GED while at Thunderbird, and during the Post-Residential Phase he continued to study, and was awarded his GED shortly thereafter.

Nachez once told his Post-Residential Coordinator, "You changed my life." The Coordinator disagrees, believing that Nachez actually changed her life. In a counseling session late in the Residential Phase he looked directly at her and said, "Don't ever give up on anybody, because just when you want to, they will raise their head and surprise you." She says every time she begins to feel like she wants to give up on someone, Nachez's words come to her, so she takes a breath, squares her shoulders and tries again.

Nachez always knew he wanted to be a Marine, as he wanted to follow in his Grandfather's footsteps. He was on his second tour in Iraq when he lost his life. During his eulogy, Judge Tom Walker said he had seen Nachez in his court several times, and was a witness to his evolution into an admirable young man and a fine Marine, stating "His life, as short as it was, is worthy of admiration and emulation."

30

Oregon

The Oregon National Guard Youth ChalleNGe Program, an accredited high school, has graduated 1,129 Corpsmembers since its inception in 1998. This is Oregon's only statewide Alternative High School and only public military school. The program offers students who have dropped out, are failing or not attending school an opportunity for credit recovery, high school diploma or a GED. In addition, students participate in extensive service learning opportunities as an extension of the classroom. Students regularly learn about and serve the Bureau of Land Management, Department of Forestry, Local Law Enforcement and extensive civic projects in the local community. Projects have included stream restoration, wildfire support services, Special Olympics and Habitat for Humanity.

This program was awarded the coveted 2003 USO Award for the Best All-Around Program.





O R E G O N	
Program Start:	1998
Annual High School Dropouts:	8,696
Total Grads to Date:	1,129
T H I S R E P O R T I N G Y E A R	
RESIDENTIAL CLASSES 21 & 22:	
Graduates:	221
Service Hours:	25,235
Value to the Community:	\$129,960
POST-RESIDENTIAL CLASSES 19 & 20:	
Placed at Month 1:	73%
Placed at Month 12:	46%

Puerto Rico

The Puerto Rico Youth Challenge Program has graduated 1,178 Corpsmembers since its inception in 1999. The program is well known throughout the island and attracts several hundred applicants each cycle. Corpsmembers at this program have provided many hours of companionship to the residents of Centro Geriatrico de la Playa de Ponce, a local nursing home. Corpsmembers also get the opportunity to help with Puerto Rico's Junior Olympics program.



P U E R T O R I C O	
Program Start:	1999
Annual High School Dropouts:	1,737
Total Grads to Date:	1,178
T H I S R E P O R T I N G Y E A R	
RESIDENTIAL CLASSES 21 & 22:	
Graduates:	208
Service Hours:	11,144
Value to the Community:	\$57,392
POST-RESIDENTIAL CLASSES 19 & 20:	
Placed at Month 1:	17%
Placed at Month 12:	21%





South Carolina – Camp Long

The South Carolina Youth ChalleNGe Academy at Camp Long, located in Aiken, South Carolina, has graduated 249 Corpsmembers since its inception in 2000. It serves a rural, economically depressed area. In order to strengthen the program and better meet the needs of the area, the program has partnered with Clemson University's Youth Learning Institute. The new facility enables the program to offer greater opportunities to Corpsmembers while increasing enrollment. In addition to increased educational benefits, hiking, swimming, archery and canoeing can be added to Corpsmember physical fitness activities.

SOUTH CAROLINA - CAMP LONG			
Program Start:	2001		
Annual High School Dropouts:	6,089		
Total Grads to Date:	249		
THIS REPORTING YEAR			
RESIDENTIAL CLASSES 21 & 22:		POST-RESIDENTIAL CLASSES 19 & 20:	
Graduates:	108	Placed at Month 1:	2%
Service Hours:	6,016	Placed at Month 12:	0%
Value to the Community:	\$30,982		

South Carolina - Columbia

The South Carolina Youth ChalleNGe Academy, located in Columbia, SC, has graduated 1,170 Corpsmembers since its inception in July 1998. The program is affiliated with the Wil Lou Gray Opportunity School, whose teaching and support staffs serve the ChalleNGe program. Although successful attainment of the GED certificate is a goal of all Corpsmembers, the program works to create a balanced focus for participants. Corpsmembers are taught life skills, moral and ethical values, and a belief that successful completion of ChalleNGe is only the beginning of many opportunities for achievement in their lives. Every Corpsmember participates in service to the community activities such as mentoring young students and assisting elementary school teachers in nearby schools. Interested Corpsmembers can receive certification in technical skills courses, and all participate in numerous job orientation programs. Rarely a day passes without a former Corpsmember returning to campus looking for Cadre and Teachers to thank them for having helped to change the pattern of their lives.





SOUTH CAROLINA - COLUMBIA			
Program Start:		1998	
Annual High School Dropouts:		6,089	
Total Grads to Date:		1,170	
THIS REPORTING YEAR			
RESIDENTIAL CLASSES 21 & 22:		POST-RESIDENTIAL CLASSES 19 & 20:	
Graduates:		Placed at Month 1:	
257		53%	
Service Hours:		Placed at Month 12:	
17,469		47%	
Value to the Community:			
\$89,965			

Texas

The Texas Seaborne Challenge Corps has graduated 989 Corpsmembers since its inception in the summer of 1999. Verified placement for this year's two graduating classes include 30 graduates in post secondary education programs, 85 working full-time and 30 serving in the armed forces. The program's 15 top academic students in each class attend a 3 semester hour course in history or government at Galveston Community College during the Residential Phase to encourage selection of 2- or 4-year college as the next step in their career plan. Corpsmembers support general community and environmental projects that include estuary reclamation with the Galveston Bay Foundation, maintenance of a nature preserve for the State Nature Conservancy and assist in the maintenance of two city parks. The University of Texas Medical Center, Galveston County Courthouse, American Red Cross and the Gulf Coast Health Care Center also provide 8-hour-per-week volunteer work assignments for each Corpsmember in professional work settings to enhance the program's career development component. Each graduate earns a \$1,000 educational stipend as Americorps Volunteers through the National Service Trust for their volunteer service.

This program was awarded the coveted 2004 Richard A. Wolf Innovation Award.

TEXAS			
Program Start:		1999	
Annual High School Dropouts:		46,793	
Total Grads to Date:		989	
THIS REPORTING YEAR			
RESIDENTIAL CLASSES 21 & 22:		POST-RESIDENTIAL CLASSES 19 & 20:	
Graduates:		Placed at Month 1:	
188		65%	
Service Hours:		Placed at Month 12:	
47,792		73%	
Value to the Community:			
\$246,129			





Virginia

The Virginia Commonwealth ChalleNGe Program celebrated its tenth anniversary in September 2004. Since its inception, Commonwealth ChalleNGe has graduated 1,736 youth. While enrolled in the five-month Residential Phase, Corpsmembers visit their Senators and Congress members in Washington D.C. as well as State Senators and Delegates in Richmond. Field trips include visiting Virginia Military Institute, the Naval Academy, 2- and 4-year colleges and a vocational school. Job Fairs and Career Days are a part of the job skills and life coping skills training. Cadets support such community activities as the Miss Wheelchair Virginia Pageant, the NCAA Soccer and Female Basketball Tournaments, a weapon of mass destruction exercise, several triathlon events, a blood drive, the Virginia Attorney General's Victims Rights Three-Mile Walk, and inland waterway cleanup. The Mayor of Virginia Beach annually presents the program with the "Partners in Clean Targeted Cleanup Achievement Award."



VIRGINIA			
Program Start:	1994		
Annual High School Dropouts:	11,415		
Total Grads to Date:	1,736		
THIS REPORTING YEAR			
RESIDENTIAL CLASSES 21 & 22:		POST-RESIDENTIAL CLASSES 19 & 20:	
Graduates:	140	Placed at Month 1:	81%
Service Hours:	17,800	Placed at Month 12:	74%
Value to the Community:	\$91,670		

West Virginia

The West Virginia Mountaineer ChalleNGe Academy has graduated 1,307 Corpsmembers since its inception in 1993 as a pilot program. The Academy has strived to incorporate service learning into the service to the community component of the program. The American Red Cross Blood Service, Habitat for Humanity, the McGrew Society, the Preston County Animal Shelter, Arthurdale Heritage, the Heartland of Preston County, The Burlington Children's Home Apple Butter Festival and the Preston County Buckwheat Festival are among the organizations supporting service to the community activities. The concept of whole person development is evident in service to the community and life coping skills as indicated by the actual checking accounts maintained through a local bank while Corpsmembers are in the Residential Phase of the program. To prepare the Corpsmembers for Post-Residential Phase opportunities, all are given instruction and certified in CPR-First Aid and hunter safety along with training to earn a food handler's permit.

This program was awarded the coveted 2004 USO Award for Excellence in Service to the Community.

WEST VIRGINA			
Program Start:		1993	
Annual High School Dropouts:		3,570	
Total Grads to Date:		1,307	
THIS REPORTING YEAR			
RESIDENTIAL CLASSES 21 & 22:		POST-RESIDENTIAL CLASSES 19 & 20:	
Graduates:		Placed at Month 1:	70%
Service Hours:		Placed at Month 12:	66%
Value to the Community:			





Wisconsin

The Wisconsin National Guard Challenge Academy began in 1998, and has graduated 910 Corpsmembers since its inception. The strategy for graduate success is formulated around three distinct, but complementary and integrated, efforts: Skill Achievement, Character Development, and Placement Planning. Skill Achievement involves academic excellence, physical fitness, job-finding skills, personal health and hygiene, and life coping skills. Most reflective of success in this area is the fact that 88% of the graduated Corpsmembers have earned and been awarded their High School Equivalency Diplomas from the State's Department of Public Instruction. The Character Development program encompasses a 22-week curriculum that seeks to have Corpsmembers examine their beliefs, their values, and their consequential behaviors as they relate to establishing relationships within the family, the community, and society. Embedded within the Character Development efforts are the core components of responsible citizenship, leadership/followership, and service to the community. Important aspects of the service to the community effort are the Speakers' Bureau where Corpsmembers speak to fourth and fifth graders about responsible choice-making, tutoring elementary school children in reading, and providing recreational assistance to military veterans who are patients in a nearby Veterans' Hospital. Placement Planning efforts rely upon three key components: the Post-Residential Action Plan process where Corpsmembers are taught and practice the steps in developing and implementing a placement plan, intensive case management on the part of the staff and Mentors, and the "A-Team" concept where an interdisciplinary team of Academy staff members assist each Corpsmember in crafting and executing a placement plan.

This program was awarded the coveted 2003 USO Award for Excellence in Health and Hygiene.

W I S C O N S I N			
Program Start:		1998	
Annual High School Dropouts:		6,002	
Total Grads to Date:		910	
T H I S R E P O R T I N G Y E A R			
RESIDENTIAL CLASSES 21 & 22:		POST-RESIDENTIAL CLASSES 19 & 20:	
Graduates:	154	Placed at Month 1:	70%
Service Hours:	16,251	Placed at Month 12:	82%
Value to the Community:	\$83,693		

Program Summary

Since the National Guard Youth ChalleNGe Program was launched in 1993, an important requirement for prospective Corpsmembers has been the affirmation that they will assign themselves the primary responsibility for setting a better course for their lives. They are asked to become accountable for the outcomes of their efforts. The program structure provides the basis for allowing Corpsmembers to measure achievement, and offers a culture of higher expectations and the enthusiastic embrace of challenges. In much the same way, all Federal programs, including ChalleNGe, are provided a structure to measure and report on the performance of its respective missions. This concept of accountability has been adopted as a fundamental component of the ChalleNGe program at the national level and at each ChalleNGe location around the country.



The overall idea is one of *effectiveness* in the achievement of objectives with effectiveness being defined as the efficient use of resources in the successful attainment of meaningful goals. We are pleased to report that ChalleNGe continues to provide measurable benefits to Corpsmembers at a significantly lower cost per day than most other alternative programs including residential treatment, boot camps, Job Corps, and incarceration. This is performed within a broader objective to provide Corpsmembers with the skills, confidence, and spirit of achievement that allows them to discard their prior low expectations of what life provides and join a world where trouble is avoidable, challenges are embraced, and life's aspirations are no longer seen as out of reach.

It is important to note that the essential nature of ChalleNGe is completely and entirely coupled to the initiatives contained in the President's Management Agenda. Corpsmembers, Commandants, Cadre, Faculty, and Administrators, each in their own way, seek out and embrace the concept of goal orientation and accountability for outcomes. They understand that they are all contributors to the success of the mission to provide Corpsmembers access to opportunities to redirect the course of their lives. And significantly, to do this in a manner that delivers the highest potential for positive results in the most efficient manner.

A national awareness campaign has been developed with a focus of changing ChalleNGe from the best kept secret in the youth-at-risk arena to a more broadly distributed model for successful intervention programs. The opportunity for increased successes from a larger Corpsmember population will benefit all ChalleNGe locations. The record of positive accomplishments, combined with the broader awareness of the life-changing program characteristics, is expected to lead to deeper access to the competitive domain of public and private resources for the benefit of our youth.

Financial Highlights 2004



38

Assessment of program benefits is an important part of evaluating the National Guard Youth ChalleNGe program. However, the typical Cost-Benefit Analysis¹³ is not feasible for ChalleNGe, as comparable programs lack key ChalleNGe program attributes and assigning monetary values brings an unacceptable subjectivity to the analysis process. Cost-effectiveness of comparable programs allows for assessment of a range of funded options.

Without assigning monetary values, the following benefits are identified as accruing from the ChalleNGe program:

Higher Lifetime Earnings – Individuals having attained a GED credential have earnings 29.87% higher than those who have not received a high school diploma.¹⁴

Lower Rate of Encounters with the Judicial System – Fifty percent of incarcerated adults do not have a high school diploma or a GED.¹⁵ The eight core components of the ChalleNGe program, including academic excellence and the pursuit of a GED or increased math and reading comprehension, provide the groundwork for responsible citizenship and social responsibility, which infer a lower incarceration rate for ChalleNGe graduates reaching adulthood than their non-high school graduate cohorts.

¹³ Circular No. A-94 Revised (Transmittal Memo No. 64) October 29, 1992, Memorandum for Heads of Executive Departments and Establishments, SUBJECT: Guidelines and Discount Rates for Benefit-Cost Analysis of Federal Programs.

¹⁴ U.S. Census Bureau, Statistical Abstract of the United States, <http://www.census.gov/prod/2004pubs/03statab/educ.pdf>

¹⁵ System for Adult Basic Education Support (SABES) "State of the State – Behind Bars: ABE for the incarcerated," Winter, 2003. <http://www.sabes.org/resources/fieldnotes/vol12/f23bickerton.htm>



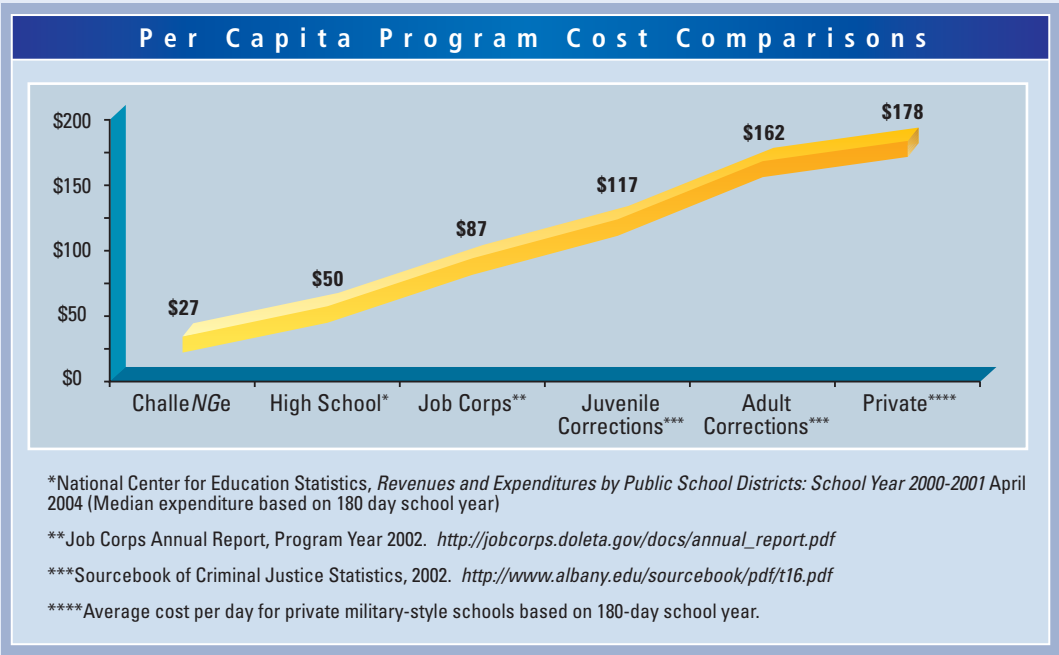


Figure 7. This graph demonstrates the variations in cost for similar programs.

Benefits Accruing from Service to the Community – Communities in the areas surrounding ChalleNGe programs received \$3,041,925 worth of volunteer services from ChalleNGe program participants. This figure is considered low as it is calculated on minimum wage, and some services would have cost considerably more if paid employees or contractors provided them.

Cost-Effectiveness Analysis – A program is cost-effective if, on the basis of analysis of competing alternatives, it is determined to have the lowest costs for a given amount of benefits. Cost-effectiveness analysis is appropriate whenever it is unnecessary or impractical to consider the dollar value of the benefits provided by the alternatives under consideration. This is the case whenever each alternative has the same annual benefits expressed in monetary terms; or each alternative has the same annual affects, but dollar values cannot be assigned to their benefits.

Data is not available to support comparative benefits of youth programs, and while program content and lengths may vary, cost-per-day can be used as a common unit of measurement.

Management of ChalleNGe – The National Guard has a Federal mission, a State mission and a community role that requires a sophisticated, established infrastructure to provide the in-place national-to-local administrative structure, financial systems, physical and personnel security, and physical plant so important to the success of the ChalleNGe program. This infrastructure facilitates consistency and continuity for providing key services, management and oversight to the program.

National Guard units benefit from the training and experiences of members who serve on the staff at ChalleNGe programs. As partnerships are developed between ChalleNGe and the local communities, the National Guard is further highlighted as effecting positive changes in young people, and providing value-added services to the community.



NATIONAL GUARD YOUTH CHALLENGE PROGRAM FUNDING FY2004

State	ANNUAL FUNDING		
	Federal	State	Total
AK	\$2,100,000	\$1,400,000	\$3,500,000
AR	\$1,680,000	\$1,120,000	\$2,800,000
AZ	\$1,680,000	\$1,120,000	\$2,800,000
CA	\$1,780,000	\$1,186,667	\$2,966,667
DC*	\$880,000	\$0	\$880,000
FL	\$1,848,000	\$1,232,000	\$3,080,000
GA-Fort Gordon	\$1,880,000	\$1,253,333	\$3,133,333
GA-Fort Stewart	\$3,560,000	\$2,373,333	\$5,933,333
HI	\$1,680,000	\$1,120,000	\$2,800,000
IL	\$5,670,000	\$3,780,000	\$9,450,000
KY	\$1,680,000	\$1,120,000	\$2,800,000
LA-Camp Beauregard	\$2,940,000	\$1,960,000	\$4,900,000
LA-Camp Minden	\$1,700,000	\$1,133,333	\$2,833,333
LA-Gillis Long	\$3,007,000	\$2,004,667	\$5,011,667
MD	\$1,176,000	\$784,000	\$1,960,000
MI	\$1,680,000	\$1,120,000	\$2,800,000
MS	\$3,360,000	\$2,240,000	\$5,600,000
MT	\$1,680,000	\$1,120,000	\$2,800,000
NV**	\$201,600	\$134,400	\$336,000
NJ	\$1,680,000	\$1,120,000	\$2,800,000
NM	\$1,680,000	\$1,120,000	\$2,800,000
NC	\$1,680,000	\$1,120,000	\$2,800,000
OK	\$2,626,000	\$1,750,667	\$4,376,667
OR	\$1,680,000	\$1,120,000	\$2,800,000
PR	\$1,564,000	\$1,042,667	\$2,606,667
SC-Camp Long	\$1,680,000	\$1,120,000	\$2,800,000
SC-Columbia	\$1,764,000	\$1,176,000	\$2,940,000
TX	\$1,700,000	\$1,133,333	\$2,833,333
VA	\$1,680,000	\$1,120,000	\$2,800,000
WV	\$1,680,000	\$1,120,000	\$2,800,000
WI	\$1,957,600	\$1,305,067	\$3,262,667
Totals	\$61,554,200	\$40,449,467	\$102,003,667
NGB	\$5,864,800		
Totals	\$67,419,000		

* DC does not have a ChalleNGe program site. DC youth attend the MD ChalleNGe program.

** NV does not have a ChalleNGe program site. NV youth attend the AZ ChalleNGe program.

Appendix 1 – Data Tables and Charts

NATIONAL GUARD YOUTH CHALLENGE PROGRAM: NGB CLASS 19

Graduates		Placed Mo 1	Not Placed Mo 1	No Contact with Graduate Mo 1	Placed Mo 12	Not Placed Mo 12	No Contact with Graduate Mo 12
AK	107	91	2	14	96	0	11
AR	99	89	0	10	93	0	6
AZ	94	Data not available*			71	12	11
CA	109	75	0	34	79	5	25
FL	131	125	3	3	116	13	2
GA-FG	146	91	34	21	112	0	34
GA-FS	237	141	1	95	178	5	54
HI	93	80	0	13	15	0	78
IL	362	172	31	159	103	27	232
KY	83	Data not available**			Data not available**		
LA-CB	206	128	31	47	176	22	8
LA-CM	93	66	0	27	60	20	13
LA-GL	199	196	0	3	178	5	16
MD	90	48	2	40	55	7	28
MI	72	65	0	7	67	0	5
MS	206	198	0	8	73	12	121
MT	76	43	25	8	42	7	27
NJ	81	4	2	75	15	1	65
NM	101	17	16	68	15	9	77
NC	104	84	0	20	22	0	82
OK	87	6	1	80	7	0	80
OR	83	66	4	13	31	7	45
PR	155	12	0	143	0	0	155
SC-CL	47	0	0	47	0	0	47
SC-CO	137	71	0	66	47	7	83
TX	102	72	3	27	76	7	19
VA	114	88	3	23	82	0	32
WV	74	59	0	15	49	0	25
WI	68	49	0	19	55	0	13
Totals	3,556	2,136	158	1,085	1,913	166	1,394

* AZ data for Month 1 for Classes 19 and 20 were not available.

** KY data for Class 19 were not available.





NATIONAL GUARD YOUTH CHALLENGE PROGRAM: NGB CLASS 20

Graduates		Placed Mo 1	Not Placed Mo 1	No Contact with Graduate Mo 1	Placed Mo 12	Not Placed Mo 12	No Contact with Graduate Mo 12
AK	97	86	0	11	88	0	9
AR	91	80	0	11	75	0	16
AZ	79	Data not available*			67	10	2
CA	119	97	11	11	71	9	39
FL	111	91	12	8	97	10	4
GA-FG	139	127	6	6	86	17	36
GA-FS	203	108	42	53	145	57	1
HI	78	32	16	30	49	18	11
IL	335	191	41	103	92	37	206
KY	71	43	0	28	64	0	7
LA-CB	183	160	21	2	143	38	2
LA-CM	99	82	15	2	89	3	7
LA-GL	202	187	13	2	180	3	19
MD	95	32	16	47	62	3	30
MI	91	83	5	3	86	5	0
MS	207	148	24	35	44	46	117
MT	80	64	11	5	50	12	18
NJ	62	9	2	51	8	1	53
NM	88	36	3	49	6	4	78
NC	89	39	0	50	8	0	81
OK	102	65	0	37	57	37	8
OR	94	64	27	3	51	12	31
PR	127	36	0	91	59	0	68
SC-CL	52	2	0	50	0	0	52
SC-CO	118	63	30	25	73	16	29
TX	107	64	0	43	76	18	13
VA	75	65	2	8	57	0	18
WV	66	39	0	27	43	0	23
WI	77	53	0	24	64	11	2
Totals	3,337	2,146	297	815	1,990	367	980

*AZ data for Month 1 for Classes 19 and 20 were not available.

NATIONAL GUARD YOUTH CHALLENGE PROGRAM: NGB CLASS 21

	Target Graduation	Applied	Enrolled	Graduates	Hours of Service to the Community	Matched With Mentors at Graduation	GEDs	HSDs
AK	125	213	128	94	12,565	94	63	0
AR	100	239	122	89	12,816	89	63	0
AZ	112	235	132	98	7,053	98	79	0
CA	100	231	116	97	8,224	94	27	4
FL	100	523	146	123	12,608	123	64	29
GA-FG	100	252	170	145	8,252	142	111	0
GA-FS	200	361	268	223	8,771	217	163	0
HI	100	241	129	116	6,032	105	22	81
IL	366	1,027	605	444	19,564	389	291	0
KY	100	208	112	90	10,371	90	73	0
LA-CB	175	578	250	210	12,944	209	130	0
LA-CM	100	248	136	110	5,559	108	56	0
LA-GL	150	458	240	184	9,458	184	89	0
MD	100	510	106	91	4,957	85	62	0
MI	100	282	133	85	4,870	85	46	0
MS	200	555	237	204	33,127	201	175	0
MT	100	151	101	69	4,345	67	57	0
NJ	100	150	112	91	9,020	80	66	0
NM	100	155	123	100	5,157	92	51	0
NC	100	386	138	102	11,075	96	77	0
OK	100	240	137	108	16,756	108	82	0
OR	100	177	136	119	11,519	119	24	70
PR	100	202	126	108	4,816	108	20	0
SC-CL	66	125	63	43	2,287	2	7	0
SC-CO	110	370	171	130	9,696	112	55	0
TX	100	269	129	106	26,319	98	68	0
VA	89	237	100	71	7,616	70	50	0
WV	100	318	113	92	6,962	92	69	0
WI	100	173	98	78	9,248	76	70	0
Totals	3,493	9,114	4,577	3,620	301,987	3,433	2,210	184





NATIONAL GUARD YOUTH CHALLENGE PROGRAM: NGB CLASS 22

	Target Graduation	Applied	Enrolled	Graduates	Hours of Service to the Community	Matched With Mentors at Graduation	GEDs	HSDs
AK	100	188	126	98	11,968	98	56	0
AR	100	228	122	92	4,455	92	60	0
AZ	112	235	118	84	6,167	83	57	0
CA	100	257	129	107	5,313	105	26	7
FL	100	494	135	104	13,065	104	55	19
GA-FG	100	295	175	131	6,250	118	96	0
GA-FS	200	684	271	221	12,545	216	161	0
HI	100	228	122	91	5,548	82	32	29
IL	366	924	453	341	20,872	337	225	0
KY	100	230	119	70	8,205	69	34	0
LA-CB	175	502	238	197	12,226	197	102	0
LA-CM	100	368	133	104	5,163	103	65	0
LA-GL	150	631	218	147	8,460	147	76	0
MD	100	485	151	133	7,095	116	81	0
MI	100	212	117	89	5,127	87	51	0
MS	200	513	234	200	26,093	199	171	0
MT	100	147	105	75	4,744	73	64	0
NJ	100	210	102	87	7,362	84	55	0
NM	100	175	116	97	5,950	75	49	0
NC	100	368	119	98	12,427	68	59	0
OK	100	235	138	113	24,353	112	74	0
OR	100	195	128	102	13,716	101	15	56
PR	100	184	124	100	6,328	98	3	0
SC-CL	67	155	79	65	3,729	59	9	0
SC-CO	109	359	167	127	7,773	119	49	0
TX	100	266	118	82	21,473	78	55	0
VA	89	217	90	69	10,184	65	50	0
WV	100	225	100	83	5,084	83	58	0
WI	100	150	96	76	7,003	73	68	0
Totals	3,468	9,360	4,343	3,383	288,678	3,241	1,956	111

Appendix 2- Definition of Terms

Active Mentor Match – A match between a Corpsmember and his or her Mentor is described as "active" if they have a minimum of two contacts during each reporting period (30 days). Recording of the contacts begins immediately following the match in the Residential Phase and continues through the Post-Residential Phase.

Adjutant General – The senior member of the National Guard organizations in each state and territory.

Annual Report – The Congressionally mandated annual report written by an evaluation contractor. This report documents to what degree goal achievement has been met for the reporting year.

Applied – Youth that have submitted completed applications for acceptance into a ChalleNGe Program.

Benchmark – Originally used by land surveyors to mark reference points, benchmarks are widely understood to be standards of excellence for a particular process or service.

Benchmarking – The process of learning and adapting the best practices of leading organizations. It is reverse engineering or analogous to copying the test from the smartest guy in the class.

Best Practice – The successful innovation or technique that reduces the gap between the status of a program and the desired benchmark.

Budgeted Cost – The dollar amount obligated to the ChalleNGe Program based on a target graduation number for a given fiscal year.

Cadet – Young men and women accepted into, and participating in, the National Guard Youth ChalleNGe Program. This title is most frequently assigned after successful completion of the Pre-ChalleNGe Phase. These individuals are also referred to as Corpsmembers.

Cadet Action Plan (CAP) – The document template used by ChalleNGe staff members to assist Corpsmembers as they identify their short term and long-term goals. This document provides the structure for defining tasks and objectives that support achievement of Corpsmembers' goals. Previously referred to as the Life Plan. Also referred to as Post-Residential Action Plan (P-RAP).

Cadre – Members of the ChalleNGe staff that provide primary supervision of ChalleNGe participants and are responsible for administering the military-based training and discipline programs at the ChalleNGe sites.

Candidate – Young men and women accepted into, and participating in, the Pre-ChalleNGe Phase of the National Guard Youth ChalleNGe Program. These individuals are also referred to as Cadets or Corpsmembers.

Case Manager – ChalleNGe staff members, either paid or in volunteer status, who monitor the Post-Residential activities of Corpsmembers and their mentors.



ChalleNGe Counselor – ChalleNGe Program staff responsible for providing guidance counseling services to ChalleNGe participants. Counselors are one component of the ChalleNGe Quad.

ChalleNGe Instructor – ChalleNGe staff members or contracted individuals who provide the academic instruction necessary to prepare the ChalleNGe participants for successful completion of the academic excellence core component. These Instructors must hold minimum credentials for teachers required by the state. Instructors are one component of the ChalleNGe Quad.

Class – The seventeen-month period involving a 22-week ChalleNGe Residential Phase including the 2-week Pre-ChalleNGe Phase, and a 12-month Post-Residential Phase.

Conservation Projects – A type of service to the community activity that supports environmental conservation.

Core Components – The eight critical areas identified in the intervention model that define the curriculum for the ChalleNGe Program: leadership/followership, job skills, responsible citizenship, service to the community, life coping skills, academic excellence, health and hygiene, and physical fitness.

Core Component Performance Measurement Guide – The tool used to document participant performance in each of the eight core components. Performance is documented in DMARS and may also be maintained in hard copy format.

Corpsmembers – Young men and women accepted into and participating in the National Guard Youth ChalleNGe Program. These individuals are also referred to as Cadets.

Discipline – An enforced, fair, and consistent system of rewards and punishment.

Drug-Free Policy – ChalleNGe policy on substance abuse: ChalleNGe is a drug-free program. All youth are required to submit to and pass a drug test upon admission to ChalleNGe. Random tests will also be administered throughout the duration of their participation in the program.

Enrolled – Youth participating in the ChalleNGe Residential Phase following successful completion of the Pre-ChalleNGe Phase.

Evaluation – Evaluation has several distinguishing characteristics relating to focus, methodology, and function. Evaluation (1) assesses the effectiveness of an ongoing program in achieving its objectives, (2) relies on the standards of project design to distinguish a program's effects from those of other forces, and (3) aims at program improvement through a modification of current operations.

Evaluation Plan – A written document describing the overall approach or design that will be used to guide an evaluation. It includes what will be done, how it will be done, who will do it, when it will be done, and why the evaluation is being conducted.

Formative Evaluation – An evaluation process that focuses on collecting and sharing information for program improvement with program planners. This is also referred to as "Process Evaluation."

General Educational Development (GED) Test – Tests developed by the American Council on Education that enable persons who have not graduated from high school to demonstrate the attainment of developed abilities normally acquired through high school completion.

Goals – (See Long Term Goals; Intermediate Goals; Short Term Goals)

Graduate (ChalleNGe) – ChalleNGe participants who successfully complete the 22-week Residential Phase and meet the standards for the eight core components.

High School Dropout – A youth who is not attending, enrolled in, and has not graduated from a secondary school and does not have a GED or other alternative high school equivalency recognition approved by the state.

High School Diploma – A high school diploma awarded by a High School to ChalleNGe graduates who have earned enough credits to meet the school requirements. This diploma is awarded either in lieu of a GED or in conjunction with the GED and satisfactory completion of a State's standards of learning test.

Impact – The ultimate effect of the program on the problem or condition that the program or activity was supposed to do something about.

Initial Enrollment – The number of youth who enter the first day of the ChalleNGe Residential Phase following successful completion of the Pre-ChalleNGe Phase.

Intermediate Goals – Within the parameters of ChalleNGe, the Intermediate Residential goals identify the desired position at the mid point of the Residential Phase.

Intervention Model – The structure, standards and content design for holistic growth and development for the participants in the ChalleNGe Program. Eight core components make up this model.

Living Allowance – An amount up to \$15.00 per week for expenses that may be provided to ChalleNGe participants during the Residential Phase.

Long-Term Goals – Within the parameters of ChalleNGe, the Long-Term Residential goals identify the desired activities following graduation from the Residential Phase. The Long-Term Post-Residential goals are those activities the individual want to achieve at the conclusion of the Post-Residential Phase.

Matched – The status of a mentor and a Corpsmember after the mentor has completed screening and mentor training and the Corpsmember has completed mentee training.

Matching Ceremony – Event in which a mentor and a Corpsmember officially commit to establishing and maintaining contact throughout the Post-Residential Phase.

Mentors – Volunteers that have passed a background screening and have completed mentor training conducted by ChalleNGe staff.

Mentor Report – Standardized monthly report submitted by Mentors to the ChalleNGe staff. The report identifies the activities of the ChalleNGe graduate in the Post-Residential Phase.





Outcome-Based Evaluation – An evaluation used by management to identify the results of a program's effort.

Policy Letters – A series of memoranda published by NGB-ZC-AY that provide guidance and direction in the conduct of the ChalleNGe program.

Post-Residential Action Plan (P-RAP) – The document template used by ChalleNGe staff members to assist Corpsmembers as they identify their short term and long-term goals. This document provides the structure for defining tasks and objectives that support achievement of Corpsmembers' goals. Previously referred to as the Life Plan. Also referred to as Cadet Action Plan (CAP).

Post-Residential Phase – The 12-month period following the ChalleNGe Residential Phase graduation ceremony. Mentors provide guidance and support to graduates. The ChalleNGe staff, through a formal reporting process, monitors Post-Residential activities.

Pre-ChalleNGe – The first two weeks of the Residential Phase that is designed to identify those applicants who are capable and motivated to successfully complete the ChalleNGe program.

Program – The 17-month National Guard Youth ChalleNGe Program that is implemented in selected states and territories.

Program Effectiveness Evaluation – The application of scientific research methods to estimate how much observed results, intended or not, are caused by program activities. Effect is linked to cause by design and analyses that compare observed results with estimates of what might have been observed in the absence of the program.

Quad – ChalleNGe staffing group consisting of members of the Cadre, Instructor, Counselor and Mentoring staff sections (Formerly referred to as the Triad).

Quasi-Military Environment – The military-based structure, education, training and discipline that characterize activities of the ChalleNGe Program.

Registered – The numbers of youth who apply, are accepted, and report to the Pre-ChalleNGe Phase.

Re-Enrolled – The status of a ChalleNGe participant who terminated from a class and re-entered the same class within one week of termination.

Service to the Community – One of the eight core components of the ChalleNGe program. Participants volunteer their services to non-profit and/or community organizations.

Short-Term Goals – Within the parameters of ChalleNGe, the Short-Term Residential goals identify the objectives of participants on a bi-weekly or monthly basis during the Residential Phase.

Staffing Model – The organizational staffing design for a ChalleNGe program. This model is based on the number of participants per class.

State High School Diploma – A high school diploma awarded by the State in conjunction with successful completion of the GED.

State Plan – An implementation plan developed by each state and approved by the National Guard Bureau. The plan identifies operational goals, objectives and tasks for the state's ChalleNGe Program.

Stipend – An amount up to \$2,200 that may be paid to successful graduates of the Residential Phase. The amount and method of distribution varies with each state.

Summative Evaluation – An evaluation process that reports on the total impact of a program. This is also referred to as an "Outcome-Based Evaluation."

TABE (Tests of Adult Basic Education) – A series of testing instruments used to identify individual educational levels in various academic subject areas such as Mathematics, Reading, Language, Comprehension and Science. The results of a TABE test indicate the grade level equivalent that the test taker has achieved. A reading TABE score of 7.4 indicates that the test taker is reading at the 7th grade 4th month level and so on. It is anticipated that during the 22-week Residential Phase, participants will demonstrate an improvement of at least .6 grade level equivalents.

Target Graduation – The maximum number of students per class identified in a program's budget for participation in, and graduation from, the ChalleNGe Program; this number varies in each state.

Terminated/Termination – Those Corpsmembers who separate from the ChalleNGe Program, either voluntarily or involuntarily.

Termination Reason – Information on why Corpsmembers have separated from the ChalleNGe Program.

Triad – The Instructor, Counselor, Cadre, and Mentoring staff sections form this staffing group. Currently referred to as the Quad.

Unemployed – Not regularly employed in full-time work.

Under employed – Working either part-time or full-time for less than minimum wage.

7

n its 11-year history, the National Guard Youth ChalleNGe program has impacted the lives of more than 55,000 young men and women seeking new direction in their lives.

Many of these young people found the answers they sought by choosing to serve their country in one of our military services. They were motivated by many things. Some sought the educational benefits faithful service provides. Some followed in the footsteps of others who were important to them. Some answered the patriots call echoing from the devastating events of 9/11.

Many of ChalleNGe's graduates have served on the leading edge of the War on Terror in such places as Bosnia, Afghanistan and Iraq. Four of these outstanding patriots have made the ultimate sacrifice, giving their lives in service to their nation.



Michelangelo Mora
California ChalleNGe Grizzly
Academy



Duane Longstreth
Illinois Lincoln ChalleNGe
Academy



Torrey Stoffel-Gray
Illinois Lincoln ChalleNGe
Academy



Nachez Littlefawn Washalanta
Oklahoma Thunderbird Youth
ChalleNGe Academy

NATIONAL GUARD Youth ChalleNGe Program

Phone: 800-252-8959 • Web Site: www.ngycp.org

AOC Solutions, Inc.

14151 Newbrook Drive, Suite 200
Chantilly, VA 20151
703-234-6300
www.aocsolutions.com